

**Meeting the Challenges of
Three Generations of Teachers,
Principals, and Support Staff
in the Same School
&
Mindset, Grit, and Determination:
The Key to Lasting Success**

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MBI Conference

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1:00-4:00 PM

Bozeman, MT

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Four Goals

You will learn

1. the dynamics of each of the three generational cohorts.
2. the national and world events, societal norms, and family circumstances that help shape the values, attitudes, behaviors, and lifestyle decisions of each generational cohort.
3. the character traits and markers attributed to each generational cohort.
4. ways to bridge generational differences.

1.

Points to Keep in Mind

1. Each cohort overlaps by 3-5 years.
2. Many people have cross-generational character traits and markers.
3. Cohorts are defined by common experiences.
4. Some persons born between 1942-45 tend to identify with baby boomers.
5. Each cohort has subgroups, i.e., first-halfers second-halfers, etc.
6. Seminal events such as Columbine High School massacre can dramatically reset societal norms.
7. Some world events such as the Vietnam War (1965-75) and 9/11 span decades.
8. The character traits and markers attributed to each generation are generalities.

2.

Generational cohorts are influenced, shaped, and defined by:

- ___ major national and world events.
- ___ family/cultural norms.
- ___ societal norms.
- ___ national trends and fads.

NOT Single Minded About Trends

The dynamics of each cohort will vary depending on the region of the country, socioeconomic conditions, race, religion, gender, partisanship, age, ideology, sub-cohort, etc.

3.

~Generational Markers~

Each generational cohort has markers or traits that set them apart from previous and future generations.

The span of years and markers or traits of each generational cohort should be considered as estimates and generalities **NOT** absolutes.

Remember, most people will exhibit some markers or traits from other generational sub-cohorts.

NOTE: Some markers or traits are listed multiple times due to spanning more than one generational cohort.

4.

Baby Boomers

1946-64
(ages 50 to 68)

National and world events that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ the Korean Conflict (1950-53).
- ___ the Cold War (1947-1991).
- ___ Sputnik 1 (October 4, 1957).
- ___ the Cuban Missile Crisis (October, 1962).
- ___ the erection of the Berlin Wall (1961-1989).
- ___ the Vietnam War (1965-75).

5.

Baby Boomers

1946-64

(ages 50 to 68)

National and world events that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ the Brown v. Board of Education Topeka decision (1954).
 - ___ the arrest of Rosa Parks (December 1, 1955).
 - ___ the bombing of the 16th Street Baptist Church (September 15, 1963).
 - ___ the passage of the Civil Rights Act of 1964.
 - ___ the election of the first Catholic president (1960).
 - ___ President Kennedy founding the Peace Corps (1961).
- 6.

Baby Boomers

1946-64

(ages 50 to 68)

National and world events that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ the assassination of Gandhi (Jan. 30, 1948).
 - ___ the assassination of President John F. Kennedy (November 22, 1963).
 - ___ the assassination of Malcolm X (February 21, 1965).
 - ___ the assassination of Martin Luther King, Jr. (April 4, 1968).
 - ___ the assassination of Sen. Robert F. Kennedy (June 5, 1968).
 - ___ the attempted assassination and wounding of Gov. George Wallace (1972).
- 7.

Baby Boomers

1946-64

(ages 50 to 68)

Societal norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ being more accepting of divorce.
- ___ the introduction of birth control pills (1960).
- ___ the advent of women's liberation.
- ___ being careless with the environment.
- ___ pressure to conform.
- ___ the British Invasion (music).
- ___ a period of overall robust economic growth.

8.

Baby Boomers

1946-64

(ages 50 to 68)

Societal norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ☐ the coming of age of “*rock and roll*.”
- ☐ watching family friendly television programs.
- ☐ being targeted by television advertisers.
- ☐ pay as you go as few people owned a credit card.
- ☐ being a member of a scout troop, 4-H Club, etc.
- ☐ having shared values between/among the church, school, home, and community.
- ☐ living in a more materialistic society.

9.

Baby Boomers

1946-64

(ages 50 to 68)

Family cultural norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ☐ being raised by depression era parents.
- ☐ being more likely to be raised in a two-parent household.
- ☐ being raised by parents who wanted them to have it better and easier than they did.
- ☐ bread winners changing jobs less frequently.
- ☐ having responsibilities (chores).
- ☐ being strongly disciplined when growing up.

10.

Baby Boomers

1946-64

(ages 50 to 68)

Character traits attributed to this generation may include, but are not limited to:

- ☐ being modest (first-halvers).
- ☐ understanding and respecting boundaries.
- ☐ being patriotic.
- ☐ being politically active.
- ☐ being mentored by The Greatest Generation.
- ☐ being able to entertain themselves.
- ☐ making eye contact.
- ☐ offering a firm handshake.

11.

Baby Boomers

1946-64

(ages 50 to 68)

Character traits attributed to this generation may include, but are not limited to:

- ☐ being guarded about government.
- ☐ being passionate about their activities.
- ☐ having a strong sense of personal responsibility.
- ☐ a willingness to teach the next generation.
- ☐ not giving in to the aging process.
- ☐ believing in a sense of duty.
- ☐ not being in a hurry to leave the workforce and retire.

12.

Baby Boomers

1946-64

(ages 50 to 68)

Work traits attributed to this generation may include, but are not limited to:

- ☐ not using available sick days.
- ☐ not using earned vacation days.
- ☐ seldom missing work.
- ☐ being known to work two jobs.
- ☐ working too many hours at the expense of family time.
- ☐ having a strong work ethic.

13.

Life Changing Events and Traits

What world/national events and traits and markers from the **Baby Boomer Generation** have influenced your life and helped shape who you are today?

1.

2.

3.

4.

14.

Gen X

1965-80

(ages 34-49)

National and world events that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ the passage of the Civil Rights Act of 1964.
- ___ the Democratic National Convention (August, 1968).
- ___ the Vietnam draft lottery (Dec. 1, 1969).
- ___ the Watergate Scandal (June 17, 1972).
- ___ the decline of manufacturing jobs.
- ___ the Arab terrorists at Munich Olympics (1972).
- ___ the Jimmy Carter presidency.

15.

Gen X

1965-80

(ages 34-49)

National and world events that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ Kent State Shooting (May 4, 1970).
- ___ the beginning of the energy crisis (1973).
- ___ passage of Medicare (1965).
- ___ the passage of 94-142 (1975).
- ___ the Nuclear Arms Race.
- ___ Apollo 11 Moon landing (July 16, 1969).
- ___ the mass suicide at Jonestown (1978).
- ___ John Lennon being shot and killed (1980).

16.

Gen X

1965-80

(ages 34-49)

Societal norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ peace movement/marches.
- ___ ***“anything goes”*** sexual revolution.
- ___ protesting against racial inequality (race riots).
- ___ birth of the Hippie/Yippie movement.
- ___ birth of the ***“me generation.”***
- ___ first generation to be robbed of their innocence.

17.

Gen X

1965-80

(ages 34-49)

Societal norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ☐ the passage of Title IV (1972).
- ☐ the advent of women's liberation.
- ☐ the widespread use of the pill.
- ☐ the Festival at Woodstock (August 15-18, 1969).
- ☐ the use of recreational drugs.
- ☐ the invasion of San Francisco by the flower children.

18.

Gen X

1965-80

(ages 34-49)

Societal norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ☐ the most commercially marketed to in history to date.
- ☐ the first generation that may not do as well as their parents.
- ☐ extending adolescence into adulthood.
- ☐ taking longer to get through college.
- ☐ living longer with their parents.
- ☐ waiting until they are older to marry.

19.

Gen X

1965-80

(ages 34-49)

Family cultural norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ☐ being raised by Baby Boomer parents.
- ☐ some being raised by more permissive, over-indulgent parents.
- ☐ the push to accumulate material things.
- ☐ more accepting of divorce.
- ☐ being more accepting of cohabitation.
- ☐ being the most educated (35% college graduation rate).

20.

Gen X

1965-80

(ages 34-49)

Family cultural norms that influenced, shaped, and help define this generation may include, but are not limited to:

- ☐ being more likely to be a latch key kid.
- ☐ spending more time watching TV than being with their parents.
- ☐ wanting to spend quality time with their families.
- ☐ having watched 33,000 murders on TV and in the movies by age sixteen.
- ☐ growing up taking affluence for granted.

21.

Gen X

1965-80

(ages 34-49)

Character traits attributed to this generation may include, but are not limited to:

- ☐ being self-oriented.
- ☐ being slow to commit.
- ☐ being good at networking.
- ☐ being more likely to question authority.
- ☐ being more energy conscious.
- ☐ being better stewards of the environment.
- ☐ being able to ask for what they need.

22.

Gen X

1965-80

(ages 34-49)

Work traits attributed to this generation may include, but are not limited to:

- ☐ work is viewed as a means to an end.
- ☐ wanting to be recognized and valued immediately.
- ☐ knowing they can experience a wide range of jobs.
- ☐ knowing they have choices.
- ☐ many valuing their lifestyle over work.
- ☐ many being less likely to be locked into a career.
- ☐ some not wanting to "pay their dues."
- ☐ questioning authority/hierarchy.

23.

Gen X

1965-80

(ages 34-49)

Work traits attributed to this generation may include, but are not limited to:

- ___ wanting to have fun at work.
- ___ having difficulty filtering what they say.
- ___ being a motivated worker when things are of interest.
- ___ needing clear expectations.
- ___ requiring constant feedback.
- ___ bosses often being placed in a parenting role.
- ___ viewing themselves as a marketable commodity.

24.

Life Changing Events and Traits

What world/national events and traits and markers from **Generation X** have influenced your life and helped shape who you are today?

1. _____
2. _____
3. _____
4. _____

25.

Gen Y

1981-1995

(ages 19-33)

National and world events that influenced, shaped, and help define this generation may include, but are not limited to:

- ___ the election of the first black president.
- ___ 9/11 and the fallout effect.
- ___ the Challenger disaster (1986).
- ___ the untimely death of Princess Diana.
- ___ the fall of the Berlin Wall (1989).
- ___ having a well-founded fear of terrorism.
- ___ the Ronald Reagan presidency.
- ___ the break up of the Soviet Union.

26.

Gen Y

1981-1995

(ages 19-33)

National and world events that influenced, shaped, and help define this generation may include, but are not limited to:

- ☐ the Oklahoma City bombing.
- ☐ the George H.W. Bush presidency.
- ☐ the Persian Gulf War (1990-91).
- ☐ the Bill Clinton presidency.
- ☐ the Columbine High School massacre (4/20/99).
- ☐ the second Iraq War (March 20, 2003).
- ☐ the war in Afghanistan.
- ☐ the Great Recession (2008-present).

27.

Gen Y

1981-1995

(ages 19-33)

Societal norms that influenced, shaped, and helped define this generation may include, but are not limited to:

- ☐ being more health conscious.
- ☐ being more likely to be *green*.
- ☐ playing online games.
- ☐ being exposed to **“news”** mixed with celebrity gossip.
- ☐ having access to news from an expansive internet.
- ☐ having a well-founded fear of terrorism.

28.

Gen Y

1981-1995

(ages 19-33)

Societal norms that influenced, shaped, and helped define this generation may include, but are not limited to:

- ☐ being less devoted to faith. (USA Today 4/27/10)
- ☐ growing up in a more *“toxic society.”*
- ☐ being targeted by marketers.
- ☐ having credit card debt.
- ☐ the birth of the Yuppie movement.
- ☐ more accepting of cohabitation.
- ☐ being politically active.
- ☐ being less skeptical of government.
- ☐ the AIDS epidemic.

29.

Gen Y

1981-1995

(ages 19-33)

Family cultural norms that influenced, shaped, and helped define this generation may include, but not limited to being:

- ☐ more likely to have been raised in a single parent/blended family household.
- ☐ some being raised by over-protective parents.
- ☐ over-programmed with activities as a child.
- ☐ more likely to entertain themselves with video games.
- ☐ less likely to belong a scout troop/4-H Club.
- ☐ less likely to have family meals together.
- ☐ more likely to have college/credit card debt.
- ☐ more likely to need family support (see slide 38A).

30.

Help Needed

- ☐ More than a third of all Millennials (36%) say they depend on financial support from their families.
- ☐ Only 6% of Gen Xers say they rely on financial help from loved ones.

PewResearch
pewresearch.org/millennials

31.

Gen Y

1981-1995

(ages 19-33)

Work traits attributed to this generation may include, but are not limited to:

- ☐ experiencing a wide range of jobs.
- ☐ the tendency to be a job-hopper.
- ☐ not being skilled in the use of common hand tools.
- ☐ being more likely to have had internships.
- ☐ the need to know why they have to do something.
- ☐ being comfortable questioning authority.
- ☐ being better at balancing work and family.
- ☐ the tendency to work fewer hours.

32.

Gen Y

1981-1995

(ages 19-33)

Work traits attributed to this generation include:

- ☐ wanting more responsibility.
- ☐ wanting ongoing feedback and praise.
- ☐ wanting involvement in decision making.
- ☐ wanting to collaborate with coworkers.
- ☐ wanting to make the job fit their needs.
- ☐ sometimes wanting to advance without first “paying his/her dues.”
- ☐ sometimes expecting too much from the workplace.

33.

Gen Y

1981-1995

(ages 19-33)

Character traits attributed to this generation may include, but are not limited to:

- ☐ being less likely to serve in the military.
- ☐ being very idealistic/optimistic.
- ☐ the tendency to feel entitled.
- ☐ thinking more globally (the world is flat).
- ☐ being more open to change.
- ☐ a better sense of social justice.
- ☐ being unshockable.
- ☐ some being a little “old” before their time.

34.

character

Gen Y

1981-1995

(ages 19-33)

Character traits attributed to this generation may include, but are not limited to:

- ☐ being more tolerant of diversity.
- ☐ being more open and accepting of different lifestyles.
- ☐ being more open and accepting of interracial marriage.
- ☐ being more accepting of different kinds of family arrangements.
- ☐ many not having a good grasp of geography and historical events.

35.

Gen Y

1981-1995
(ages 19-33)

Character traits attributed to this generation may include, but are not limited to:

- ___ being more energy conscious.
- ___ having a strong sense of social justice.
- ___ being involved in a varieties of charities.
- ___ being more ethnically and racially diverse.
- ___ their need for a great deal of entertainment.
- ___ the need for instant gratification.
- ___ having fewer personal boundaries
(see slides 43A-C).

36.

Understanding Traditional Boundaries

Crossing the boundary lines of acceptable decorum might include, but are not limited to (see slides 43B-C):

- ___ inappropriate dress for the situation.
- ___ the inappropriate display of body piercings.
- ___ the inappropriate display of tattoos.
- ___ showing too much skin for the situation!
- ___ the inappropriate sharing of personal information on social networking sites.
- ___ **"multitasking"** with digital devices and **NOT** fully paying attention to the tasks at hand.
- ___ difficulty **"gate-keeping"** thoughts.

37.

Professional Schoolhouse Dress

(Dress policy Manchester, NH School District)

Apparel considered unprofessional might include, but is not limited to:

- | | |
|--|---|
| T-shirts | Tank tops |
| T-shirts considered to be underwear | Spandex |
| T-shirts with inappropriate wording or illustrations | Sheer tops or dresses |
| Flip-flops and other beach clothes | Mini-skirts |
| Short skirts | Skirts with front slits |
| Clothes with holes /jeans | Shorts |
| Sweats/wind suit/gym clothes | Athletic performance shoes (sneakers, etc.) |
| Pajamas | Sandals |

Spaghetti-strapped, cropped or tube tops, low-cut tops or dresses, and other clothing that result in midriff showing

38.

Gen Y Multiple Modes of Self-Expression

- ___ Nearly one-in-four have a tattoo; about half of those with a tattoo have two to five and 18% have six or more.
- ___ Nearly one-in-four have a piercing in some place **other** than an earlobe.

PewResearch Center

39.

Gen Y

1981-1995
(ages 19-33)

Technology traits that help define the “wired” generation may include, but are not limited to their:

- ___ having a “*digital brain*.”
- ___ being proficient with a wide range of handheld devices.
- ___ using technology across the curriculum.
- ___ being willing to share their technology expertise with others.
- ___ being frustrated when their school lags behind in technology.

40.

Gen Y

1981-1995
(ages 19-33)

Technology traits that help define the “wired” generation may include, but are not limited to:

- ___ being tethered by handheld devices.
- ___ texting rather than talking or emailing.
- ___ engaging in a great deal of *faceless* communication such as e-mail, text messaging, tweeting, cell phone, etc.
- ___ the tendency to be oblivious to some personal boundaries.
- ___ the tendency to be “*addicted*” to technology (see slide 45A).

41.

“Hooked on `Tronics”

Technology related concerns for the younger generation include, but are not limited to their:

1. having reduced *face-to-face* interactions.
2. having diminished social skills.
3. spending 7½ hrs. each day in front of a screen.
4. having reduced family time.
5. being sleep deprived.

42.

Life Changing Events and Traits

What world/national events and traits and markers from **Generation Y** (Millennials) have influenced your life and helped shape who you are today?

1. _____
2. _____
3. _____
4. _____

43.

Managing The Multigenerational workforce

Baby Boomers **Generation X** **Generation Y**

1. Seek to understand the factors and circumstances that create generational differences.
2. Seek to understand the core values and attitudes of each generation.
3. Find similarities between and among each generation.

44.

Managing The Multigenerational workforce

Baby Boomers Generation X Generation Y

4. Strive to be more tolerant of generational differences. Confront your own biases and prejudices!
5. Consider character traits from other generations that are worthy of emulating.
6. Articulate the character traits you embrace that are nonnegotiable.
7. Agree to compromise!

45.

Managing The Multigenerational workforce

Baby Boomers Generation X Generation Y

8. Be accepting of some differences!
It is what it is!
9. Determine if someone needs to change seats and/or get off the ***“bus”***
(see slide 49A.).
10. Openly discuss the **Life Cycle Effect**
(see slide 49B).
11. Hold ongoing open discussions about long-term unintended consequences.

46.

Are There Any Bus Issues?

Is the right person in
the driver’s seat?

Is everyone on the bus?

Is everyone on the right bus?

Is everyone in the right seat?

Does someone need to get off the bus?

Are there too many seats?

Do you need to add a seat (s)?

47.

Life Cycle Effect

Young people may be different from older people today, but they may well become more like them tomorrow, once they themselves age.

PewResearch Center

Period Effect

Major events (war, social movements, economic downturns, medical, scientific, or technological breakthroughs) affect all age groups simultaneously, but the degree of impact may differ according to where people are in their life cycle.

PewResearch Center

48.

Managing The Multigenerational Workforce

Baby Boomers

Generation X

Millennials

12. Administrators need to share their leadership style.
13. Collaborate on setting reasonable ground rules covering attire, attitude, behavior, work schedule, work hours, conducting personal business on school time, appropriate language, etc.
14. Create opportunities that take advantage of the vast knowledge of technology Gen Ys bring to the schoolhouse.

49.

Managing The Multigenerational Workforce

Baby Boomers

Generation X

Millennials

15. Administrators need to model the kind of attitude, decorum, and behaviors they expect from their school employees.
16. Administrators need to make sure each generation understands how the chain of command works.
17. Encourage veteran teachers need to provide training, coaching, and guidance to the younger generation.

50.

Managing The Multigenerational Workforce

Baby Boomers

Generation X

Millennials

18. Recognize the needs and aspirations of the younger generation of educators.

Many younger educators need/want:

- opportunities to network with colleagues.
- to work for a school that is socially responsible.
- a responsive school community.
- opportunities to be creative with technology.

51.

Managing The Multigenerational Workforce

Baby Boomers

Generation X

Millennials

Many younger educators need/want:

- a balance between their home life and school life.
- to have fun at school.
- to manage their stress.
- to have their ideas heard.

19. Create opportunities for the three generations to work together.

52.

Managing The Multigenerational Workforce

Baby Boomers

Generation X

Millennials

20. Encourage the younger generation to join a community-based organization so they can be part of something greater than themselves.

Groups might include, but not limited to:
Rotary, Lions, Kiwanis, Masons, Rebecca's,
Knights of Columbus, vol. fire department,
a town committee, town office, etc.

53.

**Mindset, Grit, and Determination:
The Key to Success**
Jim Grant

MBI Conference
June 18, 2014
1:00-4:00 PM
Bozeman, MT

jgrant@sde.com 1-800-924-9621 Ext. 1140

Four Point Agenda

You will learn:

1. the benefits of a 21st century mindset for **both** adults and students.
2. strategies to help you help your students acquire, develop, and strengthen their grit.
3. how a growth-mindset *fueled* by grit is transformational on **both** your personal life and work life.
4. how a growth-mindset coupled with grit will have a positive impact on your influence as a leader (see slide 1A).

1.

Voted Least Likely to Succeed

Think of someone you went to high school with that was thought of as NOT likely to amount to much, but surprised everyone by being very successful. What traits you think contributed to that person's success.

1A.

21st Century Mindset And Grit*

Q. Why the renewed interest in the concept of grit and mindset today?

A. The changing nature of today's society and generational differences are the driving forces behind the recent interest in mindset and grit. Today's difficult times can be challenging and stressful for people who have not yet acquired grit traits and developed a 21st century mindset. They may need to strengthen their resiliency, perseverance, and resolve necessary to overcome obstacles, disappointments, and setbacks.

* Mindset and grit transcend ALL people and ages!

2.

Understanding Mindset

A 21st century mindset is based on the notion one is always growing and learning, and the view one adopts for themselves profoundly affects the way they lead their life.

Their basic beliefs, values, and reference frames are used to organize their world.

People with a 21st century mindset believe they create their own future.

Students with a fixed-mindset may believe heredity, luck, and destiny has more to do with creating their future than effort.

They may have an **entitlement mindset**.

They tend to believe the future is something that happens to them.

3.

21st Century Mindset

Persons who have a 21st century mindset:

- ___ have an optimistic perspective.
- ___ are always up to a challenge.
- ___ identify their own strengths and

weaknesses.

___ believe they are evolving and always have something to learn (lifelong learner).

- ___ stretch themselves when learning new things.
- ___ have the persistence and the effort to learn something over a longer time period.
- ___ try doing things they couldn't do before.
- ___ view "good failures" as learning opportunities.
- ___ are known for their reliability and commitment.

4.

Benefits of a 21st Century Mindset

A 21st century mindset will:

- reinforce your optimism.
- strengthen your perseverance and effort.
- help you thrive during challenging times.
- reinforce your belief that you can change and grow.
- boost your tenacity and effort.
- foster the adoption of grit traits.
- stiffen your resolve when faced with setbacks, challenges, and disappointments.
- strengthen your resilience.
- solidify your determination and effort to be reliable and fully committed.

Based on the work of: Carol S. Dweck, Angela Duckworth, Paul Tough, et al.

5.

How to Develop, Strengthen, and Maintain A 21st Century Mindset

1. Start by taking an inventory of your mindset traits (see slides 4 & 5).
2. Become familiar with the terminology of grit and mindset traits (see slide 6A).
Each week, select a word from the grit cloud poster to work on to enhance your grit (see slide 6B).
Create new grit words (see slide 6C).
3. Surround yourself with role models who have a 21st century mindset.
4. Use your understanding of emotional state changes to enhance your mindset (see slide 6C).

6.

“Gritty” Words

effort	tenacity
fortitude	perseverance
gumption	<i>stay-the-course</i>
spunk	persistence
spine/backbone	optimism
courage	self-control
self-determination	resilience
self-confidence	open-minded
initiative	goal-focused
hard worker	gratitude
ambitious	volition
resolve	conscientious
social intelligence	optimism
zest/zeal	moxie

*Gritty * words are used interchangeably to address both mindset and grit.

6A.

GRIT CLOUD



GRITTYMOLOGIST

effortitude	gritacity
gumptiative	gritteverance
spunkion	persistitive
couragism	optimacity
self-determinatititude	gritsilience
self-confitude	grititude
initiatude	gritientious
workethicism	integratude
gritbitious	moxacity
gritiologist	gritiontology
social intelligism	gritmeister
zestitude	gritsistence
zealavrance	pseudogritogist
mindsetacity	mindsetism

6C.

Understanding Emotional State Changes

Events, factors, and circumstances that may impact a person's emotional state of mind include, but are not limited to:

- | | |
|---|---|
| <input type="checkbox"/> the environment. | <input type="checkbox"/> growth-producing feedback. |
| <input type="checkbox"/> the weather. | <input type="checkbox"/> physical activity. |
| <input type="checkbox"/> changes of seasons (SAD*). | <input type="checkbox"/> social media. |
| <input type="checkbox"/> light/aromas/temperature. | <input type="checkbox"/> persons in authority. |
| <input type="checkbox"/> humor. | <input type="checkbox"/> music. |
| <input type="checkbox"/> hydration. | <input type="checkbox"/> family/friends. |
| <input type="checkbox"/> sleep. | <input type="checkbox"/> grit traits. |
| <input type="checkbox"/> good/bad news/threats. | |

Feelings ☆ Thoughts ☆ Physiology

Everyday events cause chemical changes in the brain that cause people to behave/attend in different ways.

Adapted from Deeper Learning By Eric Jensen and LeAnn Nickelsen — Corwin Press

6C.

*Seasonal Affective Disorder

How to Develop, Strengthen, and Maintain A 21st Century Mindset

- 5. Emulate the traits of well-known persons who you believe have a 21st century mindset.
- 6. Display inspirational posters that bolster your mindset.
- 7. Set rules for yourself as a *substitute* for willpower (self-control).
- 8. Select special books to return to when you need inspiration to enhance your mindset.

7.

How to Develop, Strengthen, and Maintain A 21st Century Mindset

- 9. Select a variety of inspirational verses and quotes as a way to shore up your mindset.
- 10. Engage in positive self-talk as a way to maintain your mindset (see slide 8A).

“Do not follow where the path may lead.
Go instead where there is no path,
and leave a trail.”
Ralph Waldo Emerson

8.

**Self-Talk..
Maintaining My Mindset**

Be here now!

There are no shortcuts.

I will **work harder**.

Tomorrow is a new day.

If I fall down, I will get back up.

Nothing ventured, nothing gained.

Rome wasn't built in a day.

I will follow my to-do-list today.

8A.

What Is Grit?

Grit could be defined as a collection of hardy, timeless character traits that emanate from a 21st century mindset. These universal traits enable one to persevere in the face of setbacks, adversity, and disappointments in the pursuit of long-term goals.

Firmness of mind or spirit...
unyielding courage in the face of
hardship or danger.

~ Merriam-Webster

Grit could be defined as perseverance
and passion for a long-term goal.

Angela Lee Duckworth

9.

TRADITIONAL CHARACTER TRAITS

Traditional character traits usually center around moral and community values include, but are not limited to:

- | | |
|---|--|
| <input type="checkbox"/> honesty. | <input type="checkbox"/> courage.* |
| <input type="checkbox"/> integrity. | <input type="checkbox"/> fairness. |
| <input type="checkbox"/> citizenship. | <input type="checkbox"/> respect. |
| <input type="checkbox"/> responsibility. | <input type="checkbox"/> patriotism. |
| <input type="checkbox"/> perseverance.* | <input type="checkbox"/> self-discipline.* |
| <input type="checkbox"/> caring/kindness. | <input type="checkbox"/> empathy. |

These traits transcend ALL people and ages!

*Traits in common with performance character traits.

Adapted from: Dr. Thomas Lickona — Character Education Network
and the Character Education Partnership
charactered.net/main/traits.asp

10.

Grit Traits

Grit qualities may include, but are not limited to:

- ☐ self-control (see slide 11A)
- ☐ tenacity.
- ☐ resilience.
- ☐ hard work (see slide 11B).
- ☐ delayed gratification.
- ☐ perseverance.
- ☐ open-mindedness.
- ☐ optimism.
- ☐ conscientiousness.
- ☐ social intelligence.
- ☐ courage.

Based on the work of: Angela Lee Duckworth, Laura Pappano, and Paul Tough, et al.

11.

Self-Control:

What We Need to Know

Persons who are higher in self-control:

- ___ are sick less often.
- ___ earn more money.
- ___ have better quality relationships.
- ___ get more schooling.
- ___ earn higher degrees.
- ___ donate more money.
- ___ are happier.

Eric Jensen
Self-Control Made Easy
February 1, 2012

11A.

Work Ethic Concerns

Work ethic concerns in the workplace include, but are not limited to:

- not opting to work extra hours.
- taking extra time off from work.
- not always being punctual.
- tweeting, texting, blogging, and phoning during work hours.
- *surfing the net* during work hours.
- “switchtasking.”
- a lack of urgency to be a good earner.

11B.

Not Yet “Gritty”

Students who have **not yet** become “gritty” may:

- ___ be less optimistic.
- ___ have a fixed mindset
- ___ **NOT** be putting in enough **effort**.
- ___ be inclined to give up quickly.
- ___ have feelings of entitlement.
- ___ look for the easy way out.
- ___ **NOT** be resilient.
- ___ **NOT** be able to delay gratification.
- ___ **NOT** have perseverance.
- ___ have a poor work ethic.
- ___ **NOT** persist when a task becomes difficult.
- ___ **NOT** have yet developed the quality trait of self-regulation.
- ___ **NOT** be reliable nor make commitments.

12.

Grit Factoids

- ___ 1. Grit is **NOT** tied to intelligence.
- ___ 2. One of the strongest determinants of having grit is being born to “gritty” parents.
Keep in mind that grit comes from BOTH nature and nurture.
- ___ 3. Grit, when combined with a 21st century mindset will equip a person with the resolve necessary to “stay-the-course” during challenging times.
- ___ 4. Perseverance (effort over time) tends to be an indicator of long-term success.

Based on the work of: Angela Lee Duckworth, Laura Pappano, and Paul Tough, et al.

13.

How to Develop, Strengthen, and Maintain Your “Grittiness”

- 1. Start your journey by assessing how “gritty” you are by taking Angela Duckworth’s grit scale (Google 8-Item Grit Scale).
- 2. Use “gritty” words in conversation with colleagues (see slides 6A & 6B).
- 3. Pair up with an inspirational mentor who has grit.
- 4. Tackle and master something challenging that you haven’t done before.

14.

How to Develop, Strengthen, and Maintain Your “Grittiness”

- 5. Establish long-term goals and identify the grit traits necessary to achieve them.
- 6. Read inspirational stories of people whose grit helped them persist and overcome obstacles and hardships on their way to becoming successful.
- 7. Reinterpret negative (cognitive reappraisal) events/circumstances as a way to lessen/modulate the impact of the situation.
- 8. Sustain yourself by reciting the Serenity Prayer (see slide 15A).

15.

Serenity Prayer

God grant me the
serenity to accept the
things I cannot
change, change the
things I can, and the
wisdom to know the
difference.

Reinhold Niebuhr, Theologian

15A.

How to Develop, Strengthen, and Maintain Your “Grittiness”

9. Develop a strong social network of close reliable relatives and five **true** friends.

These people become your personal “steering committee.”

10. Read inspirational quotes to bolster your mindset.

ACCEPTANCE

Do what you can...
with what you have...
where you are.

Teddy Roosevelt
26th U.S. President

16.

How to Develop, Strengthen, and Maintain Your “Grittiness”

11. Make a list of the various ways you use grit in your everyday life.
12. Develop “surrogate grit” for those who need help strengthening their grit (see slide 18).
13. Using a genealogy template, trace your grit genealogy (see slide 19). Record life events and circumstances that contributed to your “grittiness.”
14. Inventory your grit traits to see if some have been “lost” and/or diminished and need to be reclaimed (see slide 20).

17.

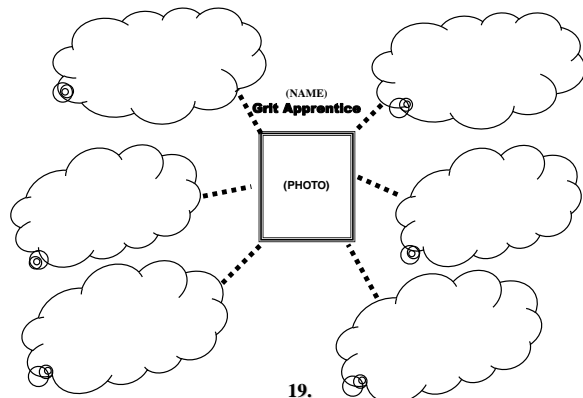
Understanding “Surrogate” Grit

Persons with “surrogate” grit:

- ___ know the difference between providing “surrogate” grit and being an enabler.
- ___ are able to pave the way for those who need grit.
- ___ know how to open the proverbial “door” for others.
- ___ act as a cheerleader for the success of other people.
- ___ model their grit as a way to help others.
- ___ are able to transfer their grit to others.
- ___ know that grit traits are shareable.
- ___ emphasize the value of effort.

18.

My Grit Genealogy



19.

Reclaiming “Lost” and/or Diminished Grit Traits: A Self-Assessment Inventory

Indicate with a checkmark “lost” and/or diminished grit traits that you believe need to be reclaimed.

- | | |
|------------------------------|---|
| ___ self-control (willpower) | Additional “lost” and/or diminished traits:

_____ |
| ___ persistence | |
| ___ tenacity | |
| ___ resilience | |
| ___ hard work | |
| ___ delayed gratification | |
| ___ perseverance | |
| ___ open-mindedness | |
| ___ optimism | |
| ___ conscientious | |
| ___ social intelligence | |
| ___ courage | |

Based on the work of: Angela Lee Duckworth, Laura Pappano, and Paul Tough, et al.

20.

**How to Develop, Strengthen,
and Maintain Your “Grittiness”**

15. Set time aside to give back to a local community charity or worthy cause as a way to stay humble.
16. Read the inspirational poems by Edgar Albert Guest: Don't Quit and On Quitting
17. Name something you saved for over a long period of time (delayed-gratification).
18. Post a newspaper clipping of a person who exhibits grit.
19. Practice gratitude every day. ***Pay it forward!***

21.

**How to Develop, Strengthen,
and Maintain Your “Grittiness”**

20. Learn about ***SISU...*** “the word that explains Finland” (see slide 22A). Make a point of adopting a ***SISU*** symbol.
21. Use the inspirational wisdom of idioms for self-motivation (see slide 22B).
22. When you were a student, what jobs, associations, and activities were you involved in that required grit?

22.

**Understanding *Sisu*:
“The Word That Explains Finland”**

Sisu is strength of will, determination, and perseverance in the face of adversity. It is bravado, tenacity, bravery, ferocity, and the ability to keep on fighting after most people would quit and to fight with the will to win.

Adapted from:
Time magazine, January 8, 1940

We could all use a little *Sisu*
to enhance our mindset.

Jim Grant
22A.

POPULAR IDIOMS

- *A bird in the hand is worth two in the bush.*
- *Put your money where your mouth is.*
- *Killed the goose that laid the golden egg.*
- *Don't look a gift horse in the mouth.*
- *Food for thought.*
- *Roll with the punches.*
- *Don't count your chickens before they hatch.*
- *For the want of a nail the shoe was lost.*
- For the want of a shoe the horse was lost.*
- For the want of a horse the rider was lost.*

22B.

The Younger Generation

Q. Have we inadvertently shielded many young people from developing a solid work ethic and acquiring the grit necessary to overcome life's disappointments and setbacks and deal with failure.

A. Unfortunately, I am afraid so!

How did we let this happen?

23.

"Helicopter" Parents

Parents engaged in excessive parenting may:

- ___ do their child's homework.
- ___ take their child's word against the teacher.
- ___ demand the teacher give their child better grades.
- ___ constantly "rescue" their child.
- ___ fight their child's "battles."
- ___ protect their child from a "dangerous world."
- ___ spare their children from having to do chores.
- ___ arrange the "rules of the games" their children play.
- ___ direct and orchestrate their child's life.

24.

“Snowplow” Parenting

Over-protective parenting may:

- remove any hurdles in a child’s way.
- protect children from setbacks.
- shield children from disappointments.
- protect their children from making mistakes.
- overlook the **power of effort**.
- weaken children’s perseverance.*
- undermine children’s resilience.*
- inadvertently foster an entitlement mindset in children.

*performance grit trait.

25.

Assumption of Entitlement

People with an entitlement mindset may

- 1. expect they should be handed everything.
- 2. feel they deserve preferential treatment.
- 3. feel they deserve something they haven’t worked for.
- 4. think they should be given special privileges.
- 5. not connect the dots between working and receiving something.
- 6. have been raised by parents who inadvertently fostered this type of mindset.

An entitlement mindset
is a 21st century curse.

26.

“Laissez-faire” Parents

Some unengaged parents may:

- have **NOT** yet developed grit themselves.
- be lax about having their children do their homework.
- place **too few** demands on their children.
- **NOT** expect their children to do family chores.
- **NOT** get their children to school.
- **NOT** value education.
- have had a poor school experience.
- have a poor work ethic and **NOT** value hard work.
- have **NOT** yet developed good character traits.
- be a product of having a poor childhood experience.

27.

“Contaminated” Time **Technology-Distracted Parents**

Parents distracted by hand-held digital devices may:

- ___ text while “*attending*” their children’s game.
- ___ text during meal time.
- ___ talk on the cell phone instead of talking to their children.
- ___ spend time looking up stuff while “*attending*” their children’s game.
- ___ be more concerned with sending photos of their children’s event than watching the event.
- ___ narrate their children’s event on Facebook.

28.

Understanding The Unintended Consequences of “Overparenting”

Children who have been exposed to “*overparenting*” may:

- ___ feel entitled.
- ___ lack courage.
- ___ fail to learn to be independent.
- ___ lack the skills necessary to bounce back after a defeat/setback/disappointment.
- ___ **NOT** take personal responsibility for their actions.
- ___ **NOT** demonstrate a sense of self-discipline.
- ___ show signs of anxiety.
- ___ lack perseverance.

29.

Creating Strong “Gritty” Children

“It’s not our job to toughen our children up to face a cruel and heartless world. It’s our job to raise children who will make the world a little less cruel and heartless.”

~L.R. Krost

**We don’t want to create “*tough*” kids...
we want to foster strong “*gritty*” ones!**

26.

Ten Grit Factoids

- ___ 1. Grit is **NOT** tied to a child's intelligence (see slides 27A-C).
- ___ 2. One of the strongest determinants of having grit is being born to "gritty" parents.
Keep in mind that grit comes from BOTH nature and nurture.
- ___ 3. Grit, when combined with a 21st century mindset will equip a person with the resolve necessary to **"stay-the-course"** during challenging times.
- ___ 4. Perseverance (effort over time) tends to be an indicator of long-term success

27.

Grit Transcends IQ

Performance Character Traits

Character traits like resilience, self-control, and persistence — traits that research shows may matter more to academic performance than native intelligence.

Laura Pappano
"Grit" and The New Character Education
Harvard Education Newsletter
Vol. 29, Number 1—January/February 2013

27A.

Two Educations

**"There are two educations.
One should teach us how to make a
living and the other how to live."**

~John Adam

**To educate a person in mind and not in
morals is to educate a menace to society.
~Theodore Roosevelt**

27B.

Developing “Gritty” Students: Conditions to Consider

Strategies selected to help develop and/or
strengthen a student’s grit

1. will depend on the student’s **emotional** readiness.
2. will depend on the student’s **chronological age and grade level.**
3. must take into consideration the student’s **developmental level.**
4. must start with the student’s **capacity to handle** setbacks, disappointments, and obstacles.

Note: It is important to monitor the student’s
reaction to struggles and “good failures.”

27C.

How Teachers Can Help Students Become “Gritty”

Teachers can:

1. teach children what it means to be “gritty”
and to have a 21st century mindset.
2. use “gritty” words/phrases to encourage
and motivate students to persevere when
they’re engaged in challenging tasks.
(see slides 6A-6B).
3. have students practice using the common
vocabulary that describes grit and a 21st
century mindset (see slides 6A-6B).
4. encourage students to read and discuss books
about young people who are “gritty.”

28.

How Teachers Can Help Students Become “Gritty”

Teachers can:

5. use universal intervention strategies
targeted to help at-risk students persevere
through academically challenging tasks.
6. encourage students to seek out adult mentors
who are “gritty.”
7. read aloud books that contain stories that have
a moral and foster grit traits that encourage
good character.
8. encourage students to engage in self-talk as a
way for them to develop perseverance and
increase their stamina (see slide 29A).

29.

Self-Talk Fosters “Grittiness”

I am **NOT** a quitter!

I will repeat, “Little strokes fell great oaks.”

I **AM** the “*Little Engine That Could*.”

I will ask a friend for help.

I will look at the problem in another way.

I will try three times before asking for help.

I will say my special inspirational
number or word (s).

29A.

How Teachers Can Help Students Become “Grittier”

Teachers can:

9. pair less “gritty” students with those students who are both inspirational and “grittier.”
10. assist students in establishing long-term goals and help them identify and match the grit traits necessary to achieve them.
11. have students time themselves as to how long they can stay with a challenging task. The goal is to increase their time-on-task each day. Have them create a chart to record their gains.

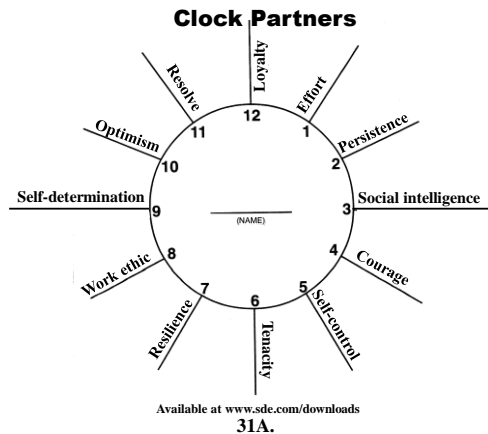
30.

How Teachers Can Help Students Become “Grittier”

Teachers can have students:

12. to do the most difficult part of an assignment first.
13. pair up using clock partners (see slide 31A) and take turns sharing a personal circumstance that required the selected grit trait.
14. create a personal word cloud using “gritty” words (see slide 6B) <http://www.wordle.net/>
15. use the cloud template to trace their grit genealogy (see slide 19).
16. incorporate grit terms to create a six-word memoir to describe themselves.

31.



31A.

How Teachers Can Help Students Become “Grittier”

Teachers can have students:

17. tell about friends whom they admire for their resilience.
18. teach students about the benefits of experiencing “good failures” (see slide 32A).
19. take time “off-the- grid” for self-reflection and deep thinking.
20. identify and discuss a teacher (s) who helped them develop and strengthen their grit traits.
21. **NOT** use the word **try** when making a commitment.

32.

Understanding “Good Failures”

1. Failure is a normal part of everyday life. Everyone experiences a variety of failures throughout their lifetime.
2. “Good failures” provide opportunities to get things right.
3. Mistakes indicate there are still things to be learned (Chinese saying).
4. Failure is preparation for life and serves to make one stronger.

“Failure is the fire that forges the steel.”

Paul Tudor Jones II, Founder
Robin Hood Foundation

32A.

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37.

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Low-Prep, High-Impact Intervention Strategies
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Persevere In The Face of Challenging Standards
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Helping At-Risk Students Academic Success

Reading Intervention Strategies for
Students Who Read It, But Don't Get It.

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